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ABSTRACT

The four issues of the first volume of this National Clearinghouse for Bilingual Education newsletter include articles on these topics: organization and programs of the Department of Education's Office of Bilingual Education and Minority Languages Affairs; identifying school reform practices in linguistically diverse schools; state data on enrollment of limited-English-proficient (LEP) students in the nation's schools; evaluation of linguistically and culturally diverse students and the programs that serve them; education priorities for the transition to a new century; charter schools and the linguistically and culturally diverse student; the America Reads Challenge and issues for language minority students; the Glendale Unified School District (California) systemwide improvement project; achieving technological literacy in America's schools; and an Illinois program to assess English language learners. (MSE)

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ED 420 165

# NCBE CrossCurrents

## Volume 1
## Fall 1996-1997

Joel Gomez

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# CrossCurrents

NCBE CrossCurrents Volume I No. 1 Fall 1996

## Welcome to *CrossCurrents*

The National Clearinghouse for Bilingual Education (NCBE) welcomes you to the inaugural issue of *CrossCurrents*. Designed to assist the U.S. Department of Education's Office of Bilingual Education and Minority Languages Affairs (OBEMLA) in sharing current information with grantees, classroom teachers, school administrators, state and local education agency officials, and others, *CrossCurrents* will focus on major educational issues relating to the education of linguistically and culturally diverse students in the U.S. It will include information on best practices and model programs, findings from the latest research, and highlights of meetings and relevant legislation. It will also keep you informed of grant opportunities and let you know about useful resources.

We hope that *CrossCurrents* will also be a vehicle for the exchange of ideas and strategies among those of you in the field. We invite you to submit descriptions of innovative programs; tips for teachers, principals, or program administrators; and announcements of new publications, other resources, and upcoming meetings of national interest. A regular feature of *CrossCurrents* will be "What's New at NCBE" providing information on NCBE's latest products and services.

This first issue of *CrossCurrents* highlights some of the programs funded by the U.S. Department of Education's Office of Bilingual Education and Minority Languages Affairs (OBEMLA). For FY 1996, OBEMLA awarded 200 new instructional service grants, including 79 Program Development and Implementation Grants, 60 Comprehensive School Grants, and 61 Foreign Language Assistance Grants.

Future issues of *CrossCurrents* will address topics such as: charter schools, linguistic diversity and school reform, student assessment, parent involvement, and school-to-work initiatives.

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The George Washington University
WASHINGTON DC

The National Clearinghouse for Bilingual Education is funded by the U.S. Department of Education's Office of Bilingual Education and Minority Languages Affairs (OBEMLA) and is operated under Contract No. T295005001 by the George Washington University, Graduate School of Education and Human Development, Center for the Study of Language and Education.

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## OBEMLA Programs

The Office of Bilingual Education and Minority Languages Affairs (OBEMLA) provides national leadership in promoting educational opportunities and excellence for linguistically and culturally diverse (LCD) students. Through the funding of discretionary grants to states and local school districts (authorized under Title VII of the Improving America's Schools Act; P.L. 103-382, 1994), OBEMLA provides support and assistance to local school districts in the development and implementation of instructional programs that are designed to help LCD students meet the same rigorous standards for academic performance expected of all students. Programs administered by OBEMLA include:

- **Program Development and Implementation Grants** 3-year grants designed to assist local education agencies (LEAs) develop and implement new and comprehensive bilingual education for (LCD) students.
- **Program Enhancement Projects** 2-year grants designed to assist LEAs in carrying out highly-focused, innovative, and locally-designed projects to expand or refine existing bilingual education for (LCD) students.
- **Comprehensive School Grants** 5-year grants designed to assist LEAs in reforming, restructuring, and upgrading all elements of an individual school's program and operations to serve (LCD) students.
- **Systemwide Improvement Grants** 5-year grants designed to assist LEAs in improving, reforming, and upgrading all relevant programs and operations that serve (LCD) students on a districtwide basis.
- **Foreign Language Assistance Program** 3-year grants designed to assist state and local education agencies establish and implement programs that promote systemic approaches to improving foreign language instruction.

*(continued on page 3)*

*(continued from page 2)*

- **Emergency Immigrant Education Program**. Grants awarded to state education agencies (SEAs) (as authorized under Title VII, Part C) to assist LEAs that unexpectedly experience significant increases in their immigrant student enrollment provide high quality instruction to those students as well as help them with their transition into American society.

In addition to these programs, OBEMLA supports research, program evaluation, information dissemination, and professional development activities.

## OBEMLA Organization and Staff

OBEMLA is organized around three Regional Clusters (Eastern, Midwestern, and Western) that are coordinated with the Comprehensive Regional Assistance Center Network. In addition, OBEMLA staff are grouped into program teams, defined by program types. Program team leaders are: Harry Logel for Education Reform; Ana Garcia for Program Development and Enhancement; Tim D'Emilio for Research; Harpreet Sandhu for Special Issues; and Cindy Ryan for Professional Development. Any inquiries should first be directed to the appropriate regional cluster.

The collective efforts of OBEMLA's three regional clusters are coordinated through the Office of the Director.

To contact an OBEMLA Cluster Coordinator or Education Program Specialist in your region, refer to the OBEMLA Staff Directory on page 7 of this newsletter.

### OBEMLA Regional Clusters

#### Eastern Region

Alabama
Arkansas
Connecticut
Delaware
District of Columbia
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Georgia
Kentucky
Louisiana
Maine
Maryland
Massachusetts
Mississippi
New York
New Hampshire
New Jersey
North Carolina
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Vermont
Virginia
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Puerto Rico
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Montana
Oregon
Washington
Wyoming
American Samoa
Guam
Marshall Islands
Micronesia
Northern Marianas
Palau

### OBEMLA Reaches Title VII Grantees Through Fax Newsletter

OBEMLA disseminates timely information to Title VII grantees and other interested persons through its Fax Newsletter, which contains information on grant opportunities, legislation, and current news relating to the education of linguistically and culturally diverse students.

To subscribe to the OBEMLA Fax Newsletter, send your name and fax number to NCBE at (800) 531-9347 or (202) 467-4283. To receive the Fax Newsletter, your fax machine must be on a dedicated line and set to receive faxes during the evening and night.

The OBEMLA Fax Newsletter is also disseminated to subscribers of NCBE's electronic news bulletin service, *Newsline*. To subscribe to *Newsline*, send an e-mail addressed to: ***majordomo@cis.ncbe.gwu.edu***
In the body of the message, type:
`subscribe newsline`

## 61 New Foreign Language Assistance Programs Funded

For FY '96-97, OBEMLA has announced the funding of sixty-one new programs under the Foreign Language Assistance Act of 1994 (Title VII, Part B, P.L. 103-382). Under the Act, grants are made to local education agencies (LEAs) to support foreign language programs that show promise of being continued beyond the three year grant period; demonstrate approaches that can be disseminated and duplicated in other school districts; and may include a professional development component. Grants are also made to state education agencies (SEAs) to support the promotion of systemic approaches for improving foreign language learning within the state. The sixty-one new programs are funded for a 3-year period and include 50 LEA programs and 11 SEA programs.

As part of this year's grant application process, special consideration was given to applicants:

- implementing foreign language programs in the elementary grades in Japanese, Chinese, Russian, Arabic, or Korean;
- including intensive summer foreign language programs for professional development;
- supporting two-way language learning;
- promoting sequential study of foreign language learning beginning in the elementary grades.

Twenty-seven of the new programs are providing students with the opportunity to learn Japanese, 15 Russian, 12 Chinese, and 3 programs each for Arabic and Korean languages.

The primary features of the fifty local school district programs include family education, curriculum development, development and use of assessment procedures, alignment with state and national content standards, application of educational technology to classroom practices, and professional development. Seventeen programs were identified as promoting two-way language learning. Approximately 62, 000 students will be served by the 1996 Foreign Language Assistance Programs.

Funding to the eleven SEAs will support the integration of new standards for foreign language learning into the classroom, the training of teachers in language instruction where there is an inadequate supply (in critical languages, such as Japanese, Chinese, and Russian and in the elementary grades), the sharing of best practices among teachers through the creation of web sites and electronic discussion groups, development of state-wide curriculum frameworks, the creation of linkages with local universities and native speakers within the local community, and the development of relevant state performance assessments and benchmarks.

# The Emergency Immigrant Education Program — 10 Years Later

**Purpose of the Emergency Immigrant Education Act Program**

The 1993-94 school year marked the tenth year that the U.S. Congress authorized funds for states and school districts to help offset the costs of educating immigrant students. In 1984, Congress passed the Emergency Immigrant Education Act (EIEA) in response to the financial challenges facing school districts with large numbers of immigrant students. With the passage of this legislation, Congress acknowledged the impact of federal immigration policy on rising immigrant student enrollments and, hence, the federal government's financial responsibility to share in the cost of educating these students.

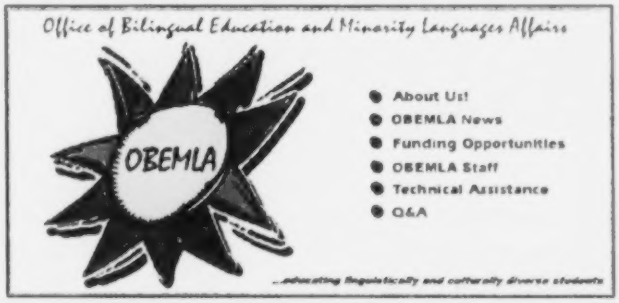
OBEMLA administers the EIEA Program and each year provides funds to state education agencies and local school districts, based on the amount of funding allocated by Congress, to offset some of their costs of educating large numbers of immigrant students. The following information on the current status of the EIEA Program is based on the most recent *Biennial Report to Congress on the Emergency Immigrant Education Program* by the Secretary of the U.S. Department of Education.

A school district's eligibility for EIEA assistance is determined by the number of immigrant children currently enrolled in the district who were not born in any state and who have been attending school in the U.S. for fewer than three complete academic years. In addition, a school district must have either a minimum of 500 eligible immigrant students, or eligible immigrant students must comprise three percent or more of its total student population. The total number of immigrant children in each state's school districts that fall under the above criteria determine the amount of each state's EIEA grant. The intent of these criteria is to aid school districts with the largest concentrations of recently-arrived immigrant students. Some of the services for which school districts may use their funding include bilingual or English language instruction, instructional materials, supplies, and staff training.

*(continued on page 6)*

## OBEMLA Goes Online

OBEMLA has recently launched its new home page. The site includes information on funding opportunities, answers to general questions about bilingual education and questions frequently asked by Title VII grantees, as well as a listing of OBEMLA staff. The OBEMLA Fax Newsletter archives is also accessible through the OBEMLA home page. To access these resources, set your browser to **http://www.ed.gov/offices/OBEMLA**.



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### EIEA Funding Allocations

Over its ten year history, funding appropriations for EIEA have remained fairly constant, though the number of students served by the program has doubled since its inception in 1984. Beginning with FY1994, appropriations have slowly increased, and for FY 1997, $100 million was appropriated for the program. Table 1 delineates the downward trend of allocations per student from 1984-85 to 1993-94.

**Table 1. EIEA Grant Allocations, 1984-1993**

| School Year | Appropriation (millions) | No. of EIEA Students | Per Student Allocation (dollars) |
|---|---|---|---|
| 1984-85 | $30.0 | 348,287 | $86 |
| 1985-86 | 30.0 | 422,549 | 71 |
| 1986-87 | 28.7 | 436,612 | 66 |
| 1987-88 | 30.0 | 428,688 | 70 |
| 1988-89 | 28.7 | 427,870 | 67 |
| 1989-90 | 29.6 | 478,172 | 62 |
| 1990-91 | 30.1 | 616,604 | 49 |
| 1991-92 | 29.3 | 687,334 | 43 |
| 1992-93 | 30.0 | 778,508 | 39 |
| 1993-94 | 29.4 | 825,968 | 36 |

**Table 2. Most Common Countries of Origin for Students Served In EIEA Programs: 1993-1994**

| Country | No. of Students | Percentage |
|---|---|---|
| Mexico | 299,095 | 39.0% |
| Dominican Republic | 43,094 | 5.6 |
| Vietnam | 40,882 | 5.3 |
| Former USSR | 26,949 | 3.5 |
| El Salvador | 25,796 | 3.4 |
| Philippines | 25,231 | 3.3 |
| China | 18,211 | 2.4 |
| Jamaica | 17,000 | 2.2 |
| Korea | 16,456 | 2.2 |
| Haiti | 15,845 | 2.1 |

### EIEA Program Participants

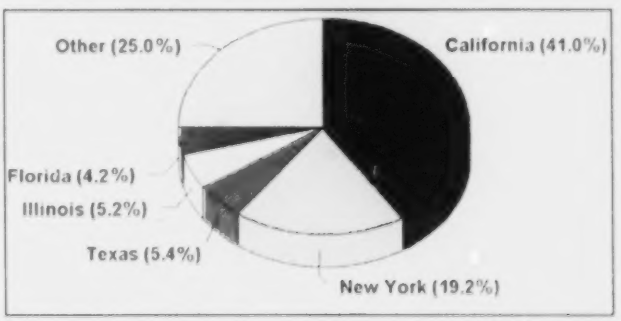
More than one-half of EIEA participants came from Spanish-speaking countries, and more than one-fifth of the remaining students were from Asian countries. During school years 1992-93 and 1993-94, almost half of the participants were from Mexico; however, the program also served students from more than 250 different countries of origin. Table 2 depicts the most common countries of origin for students served in EIEA programs during 1993-94.

### Program Participants by State

As indicated in Figure 1, five states accounted for 75 percent of total EIEA participants.

For further information on EIEA program participants and funding, please refer to the *Biennial Report to Congress on the Emergency Immigrant Education Program* which will be available on the NCBE World Wide Web site: ***http://www.ncbe.gwu.edu***

**Figure 1. Leading States in Numbers of EIEA Program Participants: 1993-94**



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## NCBE's Award-Winning News Service

Would you like to be informed each week of important funding opportunities and federal legislation, the latest U.S. Department of Education initiatives, job and conference announcements, current research relating to the education of English language learners, and pertinent resources for teachers and administrators? If so, subscribe to NCBE's free electronic news bulletin service, *Newsline*.

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NCBE *CrossCurrents*
The George Washington University
1118 22nd Street, NW
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Cross Currents

NCBE CrossCurrents Volume I No. 2 Winter 1997

# Identifying School Reform Practices in Linguistically Diverse Schools by Kris Anstrom

A nationwide study of school reform and student diversity, funded through the U.S. Department of Education, identified Linda Vista Elementary School as one among eight schools with an exemplary learning environment for limited English proficient (LEP) students (Berman, et al., 1995). This learning environment came about through the concerted efforts of the Linda Vista staff and principal, who provided the leadership and vision necessary for sustained schoolwide reform. In her forthcoming NCBE publication *Linguistic Diversity and Reform: Can the Practices Be Identified?*, Dr. Adel Nadeau, former principal of Linda Vista, provides a personalized account of successful reform in a school with a student population 77 percent limited English proficient. The following synthesis highlights portions of Dr. Nadeau's publication, available on NCBE's web site at: *http://www.ncbe.gwu.edu/ncbepubs/directions/dir10.html*

Linda Vista Elementary School in San Diego, California serves approximately 1000 students, 45 percent of whom are Hispanic, 37 percent Asian, 8 percent African American, and 10 percent white. In this diverse environment, five major languages are spoken: Hmong, Lao, Vietnamese, Spanish, and English. Students from newly arrived immigrant or refugee families, often with little or no formal education, form the majority of Linda Vista's student population. Within this highly diverse setting, principal and staff were challenged to bring experience with reform practices and the premises for bilingual instruction together. Although both research and experience tell us that reform is unique to each setting, certain parameters can serve as guides for implementing reform in any setting. These include: decision making, teaching and learning, organization, assessment, and accountability.

## In This Issue:


- Identifying School Reform Practices in Linguistically Diverse Schools . . . . 1
- OBEMLA Releases SEA Report for 1994-95 . . . . . 4
- Evaluating Linguistically and Culturally Diverse Students and the Programs that Serve Them . . . . . 6
- What's New at NCBE's Web Site . . . 8


**Decision making.** The decision making process in school reform involves all members of the school community in continued inquiry, questioning and self-assessment. Parents, classified staff, and teaching staff think and talk about curriculum, instruction, and other important issues related to school change. After thorough discussion and inquiry, decisions are made collaboratively and involve all members of the school community.

**Teaching and learning.** A major paradigm shift in how teaching and learning are conceptualized is

*(continued on page 2)*

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### Decision Making at Linda Vista:
***An example of the inquiry process***

Linda Vista established a schoolwide portfolio assessment process by the fourth year into the restructuring.

- A staff development day brought the entire staff together in groups to analyze the student portfolios across levels.
- Discussions were held related to student work, adjustments in the anchor papers, and revisions of the rubrics the staff had previously developed.
- Classified staff acted as reflectors, providing feedback to the teachers regarding both content and processes.

These activities exemplify a decision making process that achieved not only a trusting involvement of all staff, but also a focus on accountability and improvement for the sake of the students.

called for in a progressive organization. The graded system, norm-referenced tests, grades, and rankings are all forms of classification that assume all students fall into prescribed levels or that place them at a point on a normal curve. This continual classifying and ranking becomes a system of failure for many students, particularly those who speak a language other than English or who have had very little formal education.

At Linda Vista, the concept of continuous progress became the organizing force for all instruction and assessment. Learning was viewed as developmental and student progress monitored individually on an ongoing basis. Consequently, a non-graded program was begun. Students were organized into four age groupings (Early Childhood, Primary, Middle, and Upper) rather than grade levels. Within each age grouping, there were as many as six levels of English language proficiency. The Southeast Asian students were in a sheltered English program, with social studies taught in the primary language; the Hispanic students were in a full bilingual program. Continuous progress was embedded in the instructional program since students were allowed to move up through the levels as soon as they demonstrated they had met the curriculum standards set by the staff. As a result of these changes, student learning was viewed developmentally and all students were expected to meet the high standards set by the staff.

*(continued on page 3)*

**Organization**. Organizational flexibility, including flexibility in staffing, resources, and services, was imperative to successful reform at Linda Vista. In traditional, graded, compartmentalized systems, the student becomes secondary to the grade-level expectation, test scores, and ranks. Organizational factors, such as how students are grouped, how they progress, and how flexibility of movement throughout the day is attained, should be factored into school design.

For effective change to occur, interacting factors such as implementing a non-graded program and flexibility of movement must coincide. For example, in order for students to move up the levels of language proficiency at any time, class size had to be reduced to allow for sufficient room for students to move in and out of levels. Thus, staffing changes had to be negotiated requiring reallocation of resources to obtain several part-time teachers for the morning program. The focus for class size reduction was not on achieving equality across classes, but rather on meeting specific student needs.

**Assessment and Accountability**. Key to reform is the assessment and accountability practices a school adopts. Curriculum, instruction, and assessment must be aligned with one another, and assessment must measure authentic student work. Assessment should be a means by which the student and teachers together evaluate progress along the student's own developmental path.

Accountability is closely tied to assessment in that schools undergoing reform are held accountable for improved results on standardized tests while at the same time urged to adopt performance-based assessments. School personnel need to learn how to link norm-referenced data and performance-based assessments in a manner that will provide accountability information to the public, parents, and other agencies.

At Linda Vista, a schoolwide assessment system evolved out of the staff's commitment to bringing all students to high standards through a developmentally appropriate continuous progress teaching and learning process. Initially the staff developed language arts standards for all of the age grouping and language proficiency levels in the instructional design. Math standards soon followed. Portfolios were used to mark each student's progress toward the standards, and descriptive rubrics were developed and designed around the age groups. No grades, numbers, or scale rankings were used. The standard district progress report was changed to reflect the continuous progress design and the use of rubrics, which were checked for each reporting period. The report was accompanied by a hard copy of the student's portfolio that contained the appropriate work for the quarter. Finally, schoolwide data were extrapolated from the portfolios for reporting to the district and to the State School Report Card.

Through her involvement with school reform at Linda Vista, Dr. Nadeau gained valuable insight into the parameters that guided her school's efforts at reform. These parameters can also serve as guides to other linguistically diverse schools contemplating the difficult issues surrounding school reform.

### References

Berman, P. et.al. (1995). *School Reform and Student Diversity: Case Studies of Exemplary Practices for LEP Students*. National Center for Research on Cultural Diversity and Second Language Learning: Santa Cruz, CA

Nadeau, A. (1997). "Linguistic Diversity and Reform: Can Practices Be Identified?" *Directions in Language & Education*, No.10. National Clearinghouse for Bilingual Education: Washington, DC.

**For More Information:**

**Dr. Adel Nadeau can be contacted at: San Diego City Schools, Humanities Department, Dana Center, Room 193, 1775 Chatsworth Blvd., San Diego, CA 92107 Phone: (619) 225-3424**

# OBEMLA Releases SEA Report for 1994-95

by Barbara Silcox

The number of limited English proficient students (LEPs) enrolled in public and non-public schools continued to increase in 1994-1995 over previous school years, according to the information submitted by state education agencies (SEAs) to the U.S. Department of Education in the annual *Survey of States' Limited English Proficient Students and Available Educational Programs and Services, 1994-95* (the SEA Survey). The total kindergarten to grade 12 LEP enrollment reported by the states responding to the survey for 1994-95 was 3,184,696, representing an increase of 4.8 % over 1993-94.

SEAs participating in the State Grant Program authorized by Title VII of the *Elementary and Secondary Education Act of 1965* and administered by the Office of Bilingual Education and Minority Languages Affairs (OBEMLA) are required to report on LEP enrollments; services and programs provided to LEP students; and the educational condition of LEP students in terms of retention rates, dropout rates, and levels of academic achievement. Survey responses were submitted from 53 states and jurisdictions, including the District of Columbia, American Samoa, Palau, Puerto Rico, and the Virgin Islands (Virginia and West Virginia did not participate).

Generating a national picture of the educational condition of LEP students based on the data collected through the SEA Survey is difficult because not all of the state education agencies responded to the Survey and not all of those who did respond to the Survey answered all of the questions. Also the lack of a single nationally consistent definition for limited English proficiency, the variations in assessment instruments used across the states, and the range of educational programs available to LEP students contribute to the difficulty in determining how LEP students nationwide are performing academically. In addition, obtaining data on student performance classified by LEP status may be difficult because LEP students are often excluded from testing and test results may not be reported by the category of LEP.

## How many LEP students are enrolled in the nation's schools?

The States with the highest numbers of limited English proficient students tended to be those states with the largest total K-12 enrollments. (See Table 1). California enrolled the most public school LEP students, with 1,262,982; followed by Texas, with 457,437; and New York, with 236,356. Over half of the reported national LEP enrollment was in two states (California and Texas), and over two-thirds

**Table 1**

**STATES WITH LARGEST LEP ENROLLMENTS 1994-95**

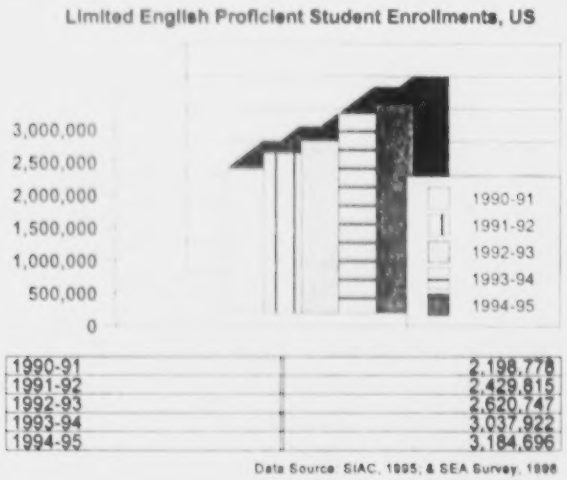
| State | LEP Enrollment | % of National LEP Enrollment |
|---|---|---|
| California | 1,262,982 | 39.9 % |
| Texas | 457,437 | 14.5 |
| New York | 236,356 | 7.5 |
| Florida | 153,841 | 4.9 |
| Illinois | 107,064 | 3.4 |
| Arizona | 98,128 | 3.1 |
| New Mexico | 84,457 | 2.7 |
| New Jersey | 52,081 | 1.6 |
| Washington | 51,598 | 1.6 |

Source: *Summary Report of the Survey of the States' Limited English Proficient Students and Available Educational Programs and Services, 1994-1995.*

*(continued on page 5)*

of the national LEP enrollment was in four states (California, Texas, New York, and Florida). Among outlying jurisdictions, Puerto Rico reported 143,769 students needing special language services. The total national LEP count for 1994-95, as reported by the survey respondents, continued the upward trend of LEP enrollments seen over the last several years. From 1990-91 to 1994, the reported numbers of LEP students increased by 44.8% from 2,198,778 to 3,184,696. (See Figure 1).

**Figure 1**




Source: *Summary Report of the Survey of the States' Limited English Proficient Students and Available Educational Programs and Services, 1994-1995.*

## How are the needs of LEP students being met?

The states and outlying jurisdictions reported that the great majority of LEP students were being served by some type of school program designed to meet their educational needs. Some 2,522,584 LEP students attending public or nonpublic schools were reportedly enrolled in special programs, while 633,480 LEP students (approximately 20%) were not enrolled in special programs. Among the federal programs serving these students Title I enrolled about 46.9% (1,482,943), Emergency Immigrant Education served 23.9% (757,918), and Migrant Education served 10.5% (333,142). All of the Title VII Programs together served 9.4% (298,787) of the LEP students. State and local level bilingual education and English as a second language (ESL)-only programs served 77% (2,437,723) of the reported number of LEP students. (Since a student could be served by more than one program, they were counted in each program in which they participated, thus allowing for multiple counts).

## How are LEP students faring in the nation's schools?

The SEA Survey had several indicators for determining the educational condition of LEP students: dropout figures, grade retention figures, and normative test performance in English reading, mathematics, science, and social studies. While more than half of the SEAs responded to these questions relating to educational conditions for LEPs, the total number of LEP students being reported on by these states was less than half of the nationally-reported total LEP enrollment.

For the 1994-95 school year, 33 states reporting on grade retention indicated that 13,906 students were being retained in grade, representing about 2.3% of the total number of LEP students in these states. Some 10,021 LEP students were reported to have dropped out of school in 1994-95, according to the dropout information reported by 32 states. Among the states reporting dropout information, the LEP dropout rate ranged from a low of 0.3% to a high of 4.2%.

*(continued on page 6)*

**For More Information**

The report, *Summary Report of the Survey of the States' Limited English Proficient Students and Available Educational Programs and Services, 1994-1995* is available on the NCBE web site at *http://www.ncbe.gwu.edu/*

Table 2

| LEP DROPOUT RATES, 1990-91 to 1994-95 | | |
|---|---|---|
| School Year | % Dropout | No. of Students |
| 1990-91 | 2.5% | 12,679 |
| 1991-92 | 2.0% | 11,864 |
| 1992-93 | 1.5% | 10,858 |
| 1993-94 | 1.7% | 11,861 |
| 1994-95 | 1.5% | 10,180 |

Source: *Summary Report of the Survey of the States' Limited English Proficient Students and Available Educational Programs and Services, 1994-1995*

From 1990-91 to 1994-95, the overall dropout rate for LEP students declined slightly from 2.5% to 1.5% (See Table 2 ). This decrease may be attributed to a real difference in the dropout rate, reporting differences from year to year, or the lower number of states responding to this question on the 1994-95 survey.

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# Evaluation of Linguistically and Culturally Diverse Students and the Programs that Serve Them

by Kris Anstrom

For program directors, teachers, administrators and others faced with the task of demonstrating the value of a particular program to the board of education or talking with a parent about her child's progress in school, evaluation means more than simply testing students to meet state or district requirements. The *Improving America's Schools Act of 1994* makes clear that sound assessment practices for linguistically and culturally diverse (LCD) students involve aligning evaluation with curriculum and instruction. However, all too often, the purposes and uses of evaluation are poorly understood and not well-managed. Evaluation is even more problematic for LCD students who may lack the English skills necessary to demonstrate their skills and knowledge on most tests routinely given in U.S. schools. Evaluating these students without consideration for their special language needs is not an option; neither is removing them from all testing situations until they have learned enough English. Both scenarios neglect the need for information on the educational progress of the linguistically and culturally diverse segment of our school population and the programs that serve them.

To assist those involved with the education and evaluation of LCD students, the former Evaluation Assistance Center (EAC) West developed a series of resources on such issues as designing effective program evaluation, performance assessment, and reviews of various Spanish and English language proficiency tests. Highlights from each of these resources are discussed below.

*(continued on page 7)*

Managing a bilingual program is a complex business requiring skills in program design, implementation, management, and evaluation. The *Evaluation Handbook* provides a comprehensive examination of all phases of program evaluation from thinking about evaluation in the context of program design to reporting the evaluation results. Valuable information includes descriptions of various types of evaluations; how to select assessments that measure learner success in a manner sensitive to their language, culture, and gender; implementing, evaluating, and reporting the results; and presenting the results to various audiences.

*A Guide to Performance Assessment for Linguistically Diverse Students* focuses on the individual student and suggests alternatives to traditional testing methods for assessing the student's academic abilities and achievement. Practices such as excluding LCD students from the norming group when developing norm-referenced achievement tests, failing to consider the cultural bias of many testing instruments, and not ensuring for English proficiency have led to the use of alternative forms of assessment with these students.

The Guide clarifies the term "performance assessment" and offers a framework for selecting and designing this type of assessment. Six elements considered essential to creating good performance assessments are described and related to the needs of LCD students. The Guide also focuses on approaches for presenting performance assessment data in a meaningful and useful manner, strategies for displaying student results over time, and ideas for summarizing these results. The appendix includes a form for rating and reviewing performance assessments from the perspective of their usefulness with LCD students as well as sample assessments that demonstrate the six essential elements of good performance assessment.

Language proficiency testing in both English and the native language is essential to monitoring the progress of LCD students. The *Handbook of English Language Proficiency Tests* and the *Handbook of Spanish Language Proficiency Tests* provide valuable assistance to program administrators and teachers needing information on standardized, commercially-available language proficiency tests in English and Spanish. The two handbooks complement one another by selecting the same tests to examine but focusing on either the English or Spanish version. Thus, educators working with Spanish/English bilingual programs will find both handbooks useful. Information on the following five tests is included: Basic Inventory of Natural Language; Bilingual Syntax Measure I and II/Bilingual Syntax Measure I and II Spanish; Idea Proficiency Tests/Spanish Idea Proficiency Tests; Language Assessment Scales; and Woodcock Muñoz Language Survey.

Both handbooks also provide background information on legal mandates for English and native language proficiency testing and issues related to the assessment of language proficiency in LCD students. The major purpose of the handbooks, though, is to describe the five aforementioned language proficiency tests in order to facilitate informed test adoption.

The school reform movement's emphasis upon setting high standards and ensuring that all students meet those standards has brought evaluation to the forefront, particularly as it pertains to students at risk for academic failure and students who speak a language other than English. Taken together, these four documents offer valuable insight into the evaluation process as it pertains to linguistically and culturally diverse students. ○

**For More Information**

**The EAC West materials cited in this article, as well as numerous other publications dealing with assessment and evaluation, are available electronically at no cost from NCBE's web site at: *http://www.ncbe.gwu.edu/library/assess.html***

## What's New At NCBE's Web Site ?

**Resources for Promoting Effective Partnerships Between Schools, Families, and Communities**

The *Improving America's Schools Act of 1994* emphasizes the importance of family-school partnerships and encourages collaborations across education and community services to assist families in supporting their children's education and enabling them to meet high standards.

NCBE's Online Library contains the full text of a variety of resources offering innovative ideas and strategies for establishing and maintaining partnerships with linguistically and culturally diverse families.

- profiles of exemplary parent involvement and family literacy programs
- journal articles
- brochures for parents in both English and Spanish
- links to other Internet resources

All this and more can be found on NCBE's web site at: ***http://www.ncbe.gwu.edu/library/parent.html***

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Cross Currents

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# Education Priorities for the Transition to a New Century

by Carol Snyder

*"As we move toward the 21st century, nothing should be more important to us as a nation than the actions we take now to help our young people prepare for the future."*

Richard W. Riley, U.S. Secretary of Education
Fourth Annual State of American Education Address,
February 18, 1997

In emphasizing education as a top national priority in his Fourth Annual State of American Education Address, U.S. Secretary of Education Richard W. Riley reaffirmed the Department's mission of ensuring equal access to education and promoting education excellence throughout the nation. Noting both the increasing cultural diversity and the computer technologies that are transforming American classrooms Riley stated, "we need teachers skilled in using computers as a powerful teaching tool and many more teachers well-versed in teaching English as a second language. Our teachers need to teach to a higher level of achievement and be prepared to teach all of America's children..."

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- **U.S. Department of Education's 1997 Regional Conferences** . . . 7
- **What's New on NCBE's Web Site** . . . . . 8


## U.S. Department of Education's Goals for American Students

The Department's priorities, reflecting the vision of *Goals 2000*, the *Improving America's Schools Act*, and President Clinton's "Call to Action", have been translated into seven goals for American students:

- To read independently by the end of the 3rd grade.
- To be competent in algebra by the end of the 8th grade.
- By age 18, to be prepared for and able to afford at least two years of college, and to pursue lifelong learning.
- To have a talented, dedicated and well-prepared teacher in their classroom.
- To have their classroom connected to the Internet by the year 2000 and to be technologically literate.
- To learn in strong, safe, and drug-free schools.
- To learn according to challenging and clear standards of achievement and accountability.

*(**Priorities** continued on page 2)*

The George Washington University
WASHINGTON DC

The National Clearinghouse for Bilingual Education is funded by the U.S. Department of Education's Office of Bilingual Education and Minority Languages Affairs (OBEMLA) and is operated under Contract No. T295005001 by the George Washington University, Graduate School of Education and Human Development, Center for the Study of Language and Education.

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*(**Priorities** continued from page 1)*

## THE OBEMLA AGENDA

Linguistically and culturally diverse (LCD) children must be provided with an equal opportunity to reach the goals that the Department's agenda sets out for all America's students. To realize these goals, the Office of Bilingual Education and Minority Languages Affairs (OBEMLA) provides national leadership in promoting high quality education for the nation's population of LCD students. OBEMLA embraces the various elements of the school reform agenda, such as commitment to professional development, emphasis on high academic standards, expansion of school choice, promotion of family literacy and the importance of early reading, and the establishment of parent and community partnerships.

**OBEMLA's Goals:**
**Building a Bridge to the 21st Century**

**Goal 1:** Help limited English proficient students reach challenging academic standards.

**Goal 2:** Ensure that schools serving LEP students have access to high-quality research, information, and technical assistance.

**Goal 3:** Ensure that LEP students are taught by well-trained teachers.

**Goal 4:** Coordinate services to LEP students across the Department of Education

*Source*: The U.S. Office of Bilingual Education and Minority Languages Affairs: Providing National Leadership in High Quality Education for Linguistically and Culturally Diverse Students.

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# Charter Schools and the Linguistically and Culturally Diverse Student by Kris Anstrom

In his 1997 State of the Union address, President Clinton detailed his priorities for education in the 21st century. Among these priorities is the expansion of school choice and accountability in public education. Charter schools exemplify the movement toward parent and student choice in public schooling. Despite opponents' predictions that charter schools would serve only affluent students, a 1995 survey of 110 charter schools found that a majority of these schools were created, at least in part, to serve at-risk students (Nathan, 1996). Since 1991, 25 states, the District of Columbia and Puerto Rico have passed charter school legislation. Given this momentum, educators need to be informed about charter schools as well as about the potential impact the charter school movement may have on linguistically and culturally diverse (LCD) students.

Charter schools are publicly financed schools, and as such must offer a free education to all students and abide by the same health, safety, and civil rights laws as other public schools. Generally the per-pupil allotment for each student follows that student to the charter school. A charter school differs from a traditional public school in its degree of autonomy, with teachers often given complete control of the school. In return for this autonomy, charter schools must account for student performance. Charter schools are not usually run by their local school district and are not subject to many district, state, and union regulations or requirements, including those relating to curriculum, teaching methods, contracting for services and facilities, and the hiring of personnel. A charter school operates on the basis of a charter or contract from the state or other agency, (e.g., a public university, community college, the state board of education, city council or county commission) authorized by the state to grant charters. Agencies authorized to grant charters vary from state to state. The charter outlines the school's educational plan, student outcomes, and how these outcomes will be measured.

The *Improving America's Schools Act of 1994* authorizes federal funding to support the design and initial implementation of charter schools and the evaluation of the effects of charter schools on students, student achievement, staff, and parents. The "Charter Schools Demonstration Program" provided 6 million dollars in 1995 through competitive grants to states with charter school legislation; in 1996 that amount

## Charter School Resources on the Internet

**About Charter Schools** *(http://edreform.com/charters.htm)*
Reviews charter school activities across the U.S. and provides a comprehensive list of resources and contacts.

**American Association of School Administrators** *(http://www.aasa.org/charters/charter.htm)*
Includes AASA's recommendations concerning charter schools, the U.S. Department of Education's budget for charter schools, other pertinent articles, and links to sites of interest.

**Charter School Research** *(http://csr.syr.edu/)*
Provides a comprehensive catalog of charter-school related materials on the Net.

**Education Week on the Web** *(http://www.edweek.org/)*
Education Week maintains an archive of articles pertaining to charter schools. From the home page, select "The Archives," which you can then search using the term "charter schools."

**National Charter School Study** *(http://carei.coled.umn.edu/charterschools/natchrtr.html)*
Under contract to the U. S. Department of Education, three national research institutes are sponsoring a national four-year study of Charter Schools. This site provides information related to this study as well as links to other charter school sites.

**US Charter Schools** *(http://www.uscharterschools.org)*
This site offers charter school developers information on such issues as starting and running a charter school; fund raising; standards, assessment and accountability, profiles of charter schools, and examples of actual "charters" for some schools.

(*Charter continued on page 4*)

(*Charter continued from page 3*)

was increased to 18 million dollars, and to 51 million in FY 1997. For FY 1998, the President is requesting 100 million. Clearly, the federal government's interest in charter schools is increasing. States receiving federal startup money must pass on at least 95 percent of their money to fund charter schools.

### Charter Schools Serving LCD Students

The charter schools listed below explicitly focus on the education of LCD students. Though these schools may differ in the specifics of their instructional approaches, all apply instructional methodology and curricula that are in line with what we know about effective practices for LCD students. These schools represent examples of the potential of the charter school concept for the education of students who are linguistically and culturally diverse.

**A.G.B.U. Alex and Marie Manoogian School**, Southfield, Michigan
Nadya Sarafian, Principal (810) 569-2988
A charter school for students in grades K-8, Manoogian serves the children and grandchildren of Armenian immigrants as well as children who themselves are recent immigrants. Instruction in the Armenian language Armenian history, and Armenian music and dance form a core part of this school's curriculum.

**Benito Juarez Academy**, Saginaw, Michigan
Lois Schaffer, Principal (517) 752-4242
The Benito Juarez Academy is a secondary school that primarily enrolls Latino students. A primary educational goal of the Academy is to serve as a laboratory school engaged in longitudinal research. The research focuses on investigating instructional methods that reinforce learning among local Latino students considered to be at high risk and in danger of dropping out of school.

**Clear View Elementary Charter School**, Chula Vista, California
Ginger Hovenic, Principal (619) 498-3000
Located five miles north of the Mexican border, Clear View Elementary serves students in grades K-6 and operates as both a neighborhood school and a cluster site for Spanish language instruction.

**Discovery Charter School**, Chula Vista, California
Fred Elliott, Principal (619) 656-0797
The Discovery Charter Elementary School serves a diverse K-6 population. The school's curriculum emphasizes literature and language arts. Biliteracy in both English and Spanish is stressed in all grades through a dual language program where English speakers learn Spanish and Spanish speakers learn English.

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The full text of this article, including additional information on charter schools serving LCD students, can be found on the NCBE web site at:
***http://www.ncbe.gwu.edu/success/charter.html***

# America Reads Challenge:
## Issues for Language Minority Students
by Anneka Kindler

In response to evidence that 40 percent of fourth grade students are scoring below the basic level on national reading assessments, President Clinton has challenged all Americans to be a part of a nation-wide effort to make sure that every child can read independently and well by the end of third grade. The President's challenge highlights the importance of reading as the foundation of learning, self sufficiency, and productive employment. As we move into the 21st century all children will need to read better than ever in order to participate in America's high-skill workplaces.

America Reads Challenge (ARC) emphasizes the critical role of parents as children's first teachers, and invites schools, libraries, religious institutions, community and national organizations, the media, universities, businesses and senior citizens to collaborate to help students become successful readers by the end of the third grade. ARC supports family literacy programs as well as school- and community-based reading programs serving disadvantaged students (U.S. Department of Education, 1997).

### Special Challenges for Language Minority Students: Family Literacy

According to the U.S. Department of Education's *Prospects Report,* many of the 3 million limited English proficient (LEP) students in America's schools are having particular difficulty mastering reading skills by the third grade (Moss and Puma, 1995).

When a language other than English is spoken in the home, it takes more time and effort for children to become literate in English. Some parents are able to read to their children and promote literacy in the home language. In addition to helping maintain the native language skills, this is excellent preparation for literacy in English. Other parents of LEP students may have little or no reading skills in any language, and require family literacy programs in order to participate in teaching their children to read.

**America Reads Challenge recommendations...**

**For Parents**
Parents should be encouraged to:

- Read to their children 30 minutes each day from infancy onward.
- Limit television viewing and tune in to educational programs.
- Get a library card for their child and use it regularly.
- Reach out to community resources to improve their literacy and parenting skills.

**For Tutoring programs**
Whether based in a school, library, community center, religious organization, or business, tutoring programs should:

- Utilize trained specialists and volunteers.
- Encourage active participation of parents.
- Extend learning time: tutoring should take place before and after school, on weekends, and during the summer.
- Coordinate with regular classroom reading programs.

*Sources:* U.S. House of Representatives(1997) and U.S. Senate (1997)

Although outreach to LEP parents can often be difficult due to linguistic and cultural barriers, it is important to recognize that immigrant families bring with them many positive attributes that educators can take advantage of to help foster learning at home. They have a strong desire for themselves and their children to succeed in America and are determined to learn to speak, read, and write English. Most immigrant parents realize that education is the key to success, and will be eager to learn about how they can help their children succeed (McCollum and Russo, 1993).

### Networking to Promote Literacy

In addition to networking with local libraries, universities, churches, and volunteer and parent organizations to meet the reading challenge, educators can also obtain valuable information from national resources dedicated to promoting reading and family literacy. The U.S. Department of Education and over 50 organizations nationwide are collaborating this summer

*(**Reading** continued on page 6)*

(*Reading continued from page 5*)

to sponsor the READ*WRITE*NOW! Summer Reading Initiative, which encourages young readers to read and write for 30 minutes each day and provides participating children with volunteer reading partners once or twice a week. For more information on the READ*WRITE*NOW! program, phone 800-USA-LEARN (800-872-5327). Several national organizations providing literacy-related services for beginning readers are listed below:

**American Library Association**
50 East Huron Street
Chicago, IL 60611 Phone: (312) 280-2162

**Reading Is Fundamental (RIF)**
600 Maryland Avenue, SW, Suite 600
Washington, DC 20024 Phone: (202) 287-3220

**Boys and Girls Clubs of America**
1230 West Peachtree Street NW
Atlanta, GA 30309 Phone: (404) 815-5765

**International Reading Association**
800 Barksdale Road, P.O. Box 8139
Newark, DE 19714 Phone: (302) 731-1600 x 293

**National Center for Family Literacy**
Waterfront Plaza, Suite 200
325 W. Main Street
Louisville, KY 40202 Phone: (502) 584-1133

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### Literacy Resources on the Web

A wealth of information on reading and family literacy for LEP students is available on the web. You can link to the following publications and web resources through NCBE's web site at: ***http://www.ncbe.gwu.edu/links/literacy.html*** This page will be updated as new web resources are located.

**FOR PARENTS:**

**Brochures for Parents** from the UIC Center for Literacy (in English and Spanish)

**ERIC Parent Brochures**

**A Guide for Parents as Reading Partners**

**How-to Books on Home Reading Instruction**

**U.S. Department of Education Publications for Parents** (in English and Spanish)

**FOR EDUCATORS**

**The 'America Reads Challenge'**

**Bridges Between Home and School:** Literacy Building Activities for Non-Native English Speaking Homes

**English Immigrant Language Learners:** Cultural Accommodation and Family Literacy

**Family Involvement Partnership for Learning:** Parents and Families

**Family Literacy:** Directions in Research and Implications for Practice

**Family Literacy for Language Minority Families:** Issues for Program Implementation

**Fostering Home-School Cooperation:** Involving Language Minority Families

**A Guide to Family Reading in Two Languages:** The Preschool Years

**Listserv Discussion Groups for Adult & Family Literacy**

**The Literacy Club:** A Cross-Age Tutoring/Paired Reading Project

**Model Strategies in Bilingual Education:** Family Literacy and Parent Involvement

**National Center on Adult Literacy** (NCAL)

**National Clearinghouse for ESL Literacy Education** (NCLE)

**National Institute for Literacy**(NIFL)

**The Process Oriented Approach to Teaching Writing to Second Language Learners**

**School Readiness and Language Minority Students:** Implications of the First National Education Goal

**Teaching Reading:** A Balanced, Comprehensive Approach to Teaching Reading in PreK- Grade 3

**30 Years of Research:** What We Now Know About How Children Learn to Read

**Transferring Literacy Skills from L1 to L2:** from Theory to Practice

# Improving America's Schools:
## U.S. Department of Education's 1997 Regional Conferences

The U.S. Department of Education has announced the dates and locations for the three regional conferences on Improving America's Schools (IAS). This year's Conference theme is *"A Call to Action: Working Together for Excellence and Equity."*

Grantees in programs administered by the Department's Offices of Elementary and Secondary Education (OESE), Bilingual Education and Minority Languages Affairs (OBEMLA), Special Education and Rehabilitative Services (OSERS), Vocational and Adult Education (OVAE), Educational Research and Improvement (OERI), and Educational Technology are encouraged to attend.

For more detailed information, you can call the IAS Conferences Hotline at (800) 203-5494 or visit the conferences web site at:

***http://www.ncbe.gwu.edu/iasconferences/***

**Improving America's Schools (IAS) 1997 Regional Conferences**

| Western Region | Central Region | Eastern Region |
|---|---|---|
| October 16-18, 1997<br>Town and Country Resort<br>& Convention Center<br>500 Hotel Circle North<br>San Diego, CA<br>(619) 291-7131 | November 16-18, 1997<br>Hyatt Regency Reunion<br>300 Reunion Boulevard<br>Dallas, TX<br>(214) 651-1234 | December 14-16, 1997<br>Sheraton Washington Hotel<br>2660 Woodley Road NW<br>Washington, DC<br>(202) 328-2000 |

**PROGRAM HIGHLIGHTS**

**General Assembly Sessions:** daily sessions will feature a variety of speakers, including officials from the U.S. Department of Education and educational leaders from across the nation.

**Technical Assistance Workshops:** full day of technical assistance workshops will give participants the opportunity to meet with officials from specific Department of Education program offices and learn more about how federal, state and local resources can be integrated to support education reform.

**Education Reform Institutes:** these half-day institutes will focus on key topics in education reform. Participants will have the opportunity to attend two institutes. The format and content of the institutes focus on three major elements: research, collaborative demonstration models, and implementation strategies.

*Setting and Reaching High Standards*
*Creating a Better School Environment*
*Assessing Student Achievement*
*Mastering Reading*
*Mastering the Foundations of Mathematics*
*Exploring Public School Options*
*Promoting and Managing Change in Schools and Communities*
*Recruiting, Preparing and Retaining Excellent Teachers*
*Involving Families and Communities in Education*
*Using Technology for Education Reform*
*Facilitating Higher Education, Work Transitions for Lifelong Learning*

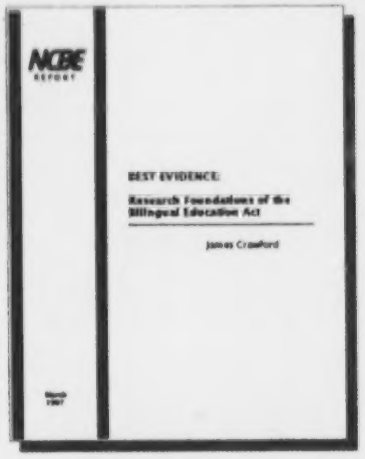
**Technology and Media Resource Center** will feature a variety of hands-on computer demonstrations, a video review area and other innovative exhibits reflecting topics covered in the general sessions, institutes and workshops.

## What's New At NCBE's Web Site ?

NCBE is pleased to announce the recent release of "Best Evidence: Research Foundations of the Bilingual Education Act" by James Crawford. This publication discusses the current research findings relating to the education of linguistically and culturally diverse students in the U.S. and the basic premises upon which the U.S. Congress formulated the foundations of the 1994 Bilingual Education Act.

The entire publication is available on our web site at:
***http://www.ncbe.gwu.edu/ncbepubs/reports/bestevid.html***

Print copies are also available from NCBE for $10 per copy.

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Cross Currents

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# *Project SUCCESS:* Glendale's Title VII Systemwide Improvement Project

by Barbara Silcox and Kris Anstrom

*This article was written in collaboration with the administrators of Glendale (CA) Unified School District's Project SUCCESS, particularly Kelly King and Judy Sanchez.*

In fiscal year 1995, the U.S. Department of Education funded 32 Title VII Systemwide Improvement Projects. These projects, part of the new bilingual programming established under Title VII of the *Improving America's Schools Act of 1994* (IASA), are undertaking activities to ensure that the needs of limited English proficient (LEP) students are included in districtwide efforts to improve schooling for all children (Crawford, 1997).

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The Glendale Unified School District, in Los Angeles County, California is among the thirty-two school districts awarded a Title VII Systemwide Improvement grant in 1995. Now in its third year, Project SUCCESS (Schools Uniting, Collaborating, Communicating, Educating Students Successfully) is working to ensure that LEP students are provided access to the core curriculum and achieve to the same high academic standards established for all students in the district and the state.

To accomplish these goals and objectives, the project staff are assisting each school within the district to:

- identify and address the needs of its LEP students;
- to reform staff assignment policies for optimum use of certificated bilingual and language development teachers;
- to improve the capacity of each site to select and implement the most appropriate instructional practices and programs;
- to reform assessment procedures and practices for all LEP students;
- to restructure policies affecting the placement of LEP students.

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The George Washington University
WASHINGTON DC

The National Clearinghouse for Bilingual Education is funded by the U.S. Department of Education's Office of Bilingual Education and Minority Languages Affairs (OBEMLA) and is operated under Contract No. T295005001 by the George Washington University, Graduate School of Education and Human Development, Center for the Study of Language and Education.

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## Glendale's School Population

The Glendale Unified School District has experienced dramatic changes in its growing student population. During the last ten years, the greatest increases in student enrollment have been for language minority and LEP students. Significant changes have also occurred in the make up of this language minority/LEP population. Less than ten years ago Spanish speakers made up the majority of the LEP students. Currently, Armenian speakers are the largest group of LEP students the District serves, followed by Spanish, Korean, Tagalog, and Arabic. The 13, 911 LEP students enrolled in the district represent over 60 different language groups. Overall the District serves 29, 907 K-12 students in 28 schools, and has the ninth largest LEP student enrollment out of the 1000+ school districts in California.

There is a wide range in the enrollment of LEP students across the district's twenty-eight schools. Some schools have extremely high percentages of LEP students (around 80%), while other schools have fewer than 10%. In addition, some schools have high concentrations of one or more language groups, while others have students from many different language groups.

**Specific student achievement objectives set by the project are:**

1. To increase the percentage of LEP students redesignated to fluent English proficient by 8 percentage points to a district-wide average of 17 percent; and
2. To narrow the achievement gap significantly in core subject areas between LEP students and their English-speaking peers.

## Project SUCCESS: A Catalyst for Reform

Alignment with district and state reform efforts is critical to the successful implementation of Project SUCCESS. All districtwide reform efforts are guided by the district's strategic plan, *Glendale Schools 2000*. Over 350 district and school site personnel, students, parents, and community members worked together to create a blueprint for the school district to follow into the next century. Among the strategies outlined in the plan, are strategies to foster bilingualism among all students in the district. Six elementary schools provide Spanish primary language programs for LEP students and three elementary schools provide

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Armenian primary language programs. The senior high schools in the district are developing procedures for determining bilingual competency of graduating students; bilingual competency will be noted on the student's official transcript.

In addition to being guided by *Glendale Schools 2000*, Project SUCCESS integrates the components of the California State Curriculum Frameworks and the philosophies behind *Goals 2000* and *IASA* into the implementation of its systemwide improvement project.

## Implementing Project Success

The implementation of Project SUCCESS is a multi-phased process organized around three high school clusters and their feeder schools. The project started with the high school cluster serving the largest number of LEP students; by the end of this year, the project will be in full implementation with all three high school clusters. Although the district was not organized in this fashion, the project staff felt that the cluster organization enabled the schools to collaborate and connect more closely with their neighborhoods and facilitated K-12 articulation.

**Project SUCCESS's approach to implementing reform within Glendale's school district is based upon a core set of principles:**

- **The focus on student achievement is what drives all reform activities;**
- **Successful reform requires support and participation from key stakeholders and leaders, including district administrators, school principals, department heads, and school guidance counselors;**
- **Teachers are key players in the reform process; they must be provided professional development and training opportunities to enable them to effect change;**
- **Successful reform is a continuous improvement process.**

Perhaps the most critical and most innovative approach to the implementation of Project SUCCESS is the site-level identification of needs based on an analysis of student achievement data. A team of stakeholders from each school site (including the principal and school guidance counselors) participates in a one-day meeting with project staff to identify areas of critical need and to develop a plan for improving the academic achievement for the LEP students within the school. These meetings are held off site and are facilitated by Dr. Laurie Olsen of California Tomorrow, a non-profit, advocacy organization. Team members are given release time and Project SUCCESS pays for Dr. Olsen's time and the substitute teachers required.

During these meetings, each school site team develops a professional development plan based on student needs identified from the examination of student achievement data. Each professional development plan includes data findings, program targets, and areas of focus, which can include: assessment, instructional methodology, instructional models, teaching strategies, curriculum, and enabling strategies.

## Professional Development

The professional development plans assembled by these teams are reviewed regularly in light of up-to-date indicators of student achievement to ensure that the students' needs drive the professional development activities. Project staff then summarize and analyze individual site plans to determine commonalities and unique professional development needs for all schools in the District. Based on these findings, staff and consultants are identified to provide training for individual sites and clusters of schools as appropriate.

School personnel from all twenty-eight schools in the district, as well as district-level administrators

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are scheduled to participate in professional development activities during the project's five-year tenure. This includes 1, 402 teachers and 89 administrators.

### Identified Professional Development Needs

One outcome of this approach to professional development planning was the identification of literacy development in LEP students as an area in which most teachers across the district were in need of training. During the summer of 1996, an Elementary Summer Literacy Institute was held to train approximately 80 teachers in the components of a balanced literacy program. Emphasis was given to the unique needs LEP students have when acquiring literacy in a language other than their primary language. An Elementary Spanish Literacy Institute was held during the summer of 1997 to address the specific linguistic needs of Spanish speaking students in developing their primary language and in transferring their literacy development into English. At the secondary level, literacy development within the content areas was identified as an area for professional development. Summer institutes were held in 1996 and 1997 for secondary English/ESL, mathematics, science, and social studies content teachers. These institutes emphasized how literacy can best be facilitated through rigorous content instruction.

**Examples of needed professional development areas identified by the school site teams:**

- Utilizing assessment data for curricular and instructional decision-making
- Incorporating technology to assist in the delivery of instructional programs
- Strategies for integrated teaching units, "Specially Designed Academic Instruction in English" (also known as sheltered content instruction)
- Cooperative learning
- K-6 literacy teaching
- Intercultural communication and understanding

### Teacher Focus Groups

To support implementation of new strategies introduced through the Institutes, monthly teacher focus groups are held. Teachers meet with peers to develop lesson plans, research new strategies, and share successes and frustrations throughout the year. The focus groups for elementary school personnel address topics for improving literacy instruction for LEP students. The focus groups for secondary school personnel are organized around content areas and address topics relating to accelerating academic achievement for LEP students through English/ESL, mathematics, science, and social studies. These focus group meetings have resulted in an increased commitment to instructional innovations. At the request of participants, the focus groups have been opened to all teachers to increase the opportunities for networking and collaboration across school sites.

### Results to Date

In the two years since Project SUCCESS has been underway, project staff have learned several things.

1. School site administrators are integral in the effective implementation of each site's professional development plan and in making changes in school structure, climate, and instructional practices. Administrator training and involvement throughout the planning and implementation process is vital. Support from administrators can come in the form of encouraging teachers to take risks or to changing the master schedule to facilitate implementation of new programs.

2. The data-analysis meetings have resulted in district-level interest in the academic success of limited English proficient students. With the introduction of a new mathematics curriculum in the district, concern was raised

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regarding achievement of LEP students in mathematics courses, especially at the secondary level. Project SUCCESS is assisting the Instructional Support Services division with curriculum development, site-level professional development, and district-wide planning to ensure that the needs of LEP students are being met by this new curriculum and that teachers have the necessary training to ensure student achievement in all levels of math classes.

3. Avenues for communication and collaboration between project staff and district level leadership have been established. A project steering committee consisting of the Deputy Superintendent of Secondary Schools, the Assistant Superintendent of Elementary Schools, the Director of Instructional Support Services, the Director of Special Education, Coordinators for School Improvement, Title I, Gifted and Talented Education, Beginning Teacher Support Program, and principals and teachers representing the three school clusters, as well as project staff meets regularly to monitor the implementation of districtwide professional development activities. This communication and collaboration underscores the systemwide (districtwide) implementation of this project.

## Conclusion

In the first two years of operation, Project SUCCESS has learned that the focus on student achievement must drive all project efforts. In addition teachers must have input concerning their own training and be included in the design of professional development activities. Foundations of trust and commitment to student achievement must be established before changes can be recommended and received by teachers and administrators. Finally, staff must seek out experienced trainers, expert in their knowledge and in their facilitation skills, to provide new ideas and offer the technical assistance needed to sustain change.

Successful completion of this project will endow the district with a cadre of trained staff who can provide outstanding instructional programs to LEP students and who can train other staff members in the years to come.

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# Achieving Technological Literacy in America's Schools

by Carol Snyder

The use of computers and related technologies for improving teaching and learning for all students has become a recurring theme in discussions of current school reform initiatives. Starting with *Goals 2000* and *The Improving America's Schools Act* (IASA), there has been a consistent effort to promote the use of technology as a means for raising student achievement and helping students meet the anticipated challenges of the 21st century. Providing increased visibility to the issue, President Clinton and Vice President Gore announced the ***Technology Literacy Challenge*** in 1996, making the integration of technology into the classroom a national priority, and setting four goals that define the actions that need to be taken:

- All teachers in the nation will have the training and support they need to help students learn using computers and the information superhighway.
- All teachers will have modern multimedia computers in their classrooms.
- Every classroom will be connected to the Information Superhighway
- Effective software and on-line learning resources will be an integral part of every school's curriculum. (U.S. Department of Education, 1996)

**The Technology Literacy Challenge**

The U.S. Department of Education is implementing the Technology Literacy Challenge through a two part strategy to ensure that new technologies support high quality learning, accelerate the use of proven technology innovations in education, and provide equal technology access for all students.

The **Technology Literacy Challenge Fund** provides formula grants to State Education Agencies to help them implement statewide technology plans.

The **Technology Innovation Challenge Grants** complement the work of the Challenge Fund by developing and refining new applications of technology that make significant contributions to school improvement.

Links to the current Technology Innovation Challenge Grant Projects Home Pages are available at:
***http://www.ed.gov/Technology/challenge/grants.html***

Source: U.S. Department of Education (1997), "Technology Literacy Challenge" http://www.ed.gov/Technology/challenge/tlc.html

## Meeting the Challenge at Schools Serving Language Minority Students

Currently more than 6,000 schools in the United States have begun to meet these national goals by creating home pages on the World Wide Web (WWW)--the fastest growing segment of the global Internet computer network. Many of these schools enroll substantial numbers of culturally and linguistically diverse students and are using the Web to share and celebrate the various cultural and linguistic assets which their students represent. In addition to serving as a forum for communicating program goals and showcasing student work, home pages help schools establish parent and community partnerships by connecting the school with homes, libraries, businesses and other organizations. For students, participating in the creation of school home pages helps build language proficiency as well as the technological skills needed to enter the workforce or pursue higher education. They expand the audience for their work/projects and become producers as well as consumers of educational content. For teachers, the WWW facilitates the sharing of professional advice, lesson plans and information about new practices and methods.

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The school web sites listed below demonstrate how, through Internet technologies, teachers and students are collaborating with schools across town, across the state or across the world to expand the knowledge base and build partnerships between schools, communities and businesses. The WWW resources which have been developed are of extraordinary value to schools that are building/ establishing home pages.

## SCHOOLS ON THE WEB

**San Francisco Unified School District Language Academy** ***http://sf.bilingual.net***

San Francisco, California

The Language Academy represents the SFUSD Pre-Kindergarten through 12th grade language programs. The recently unveiled site includes information about bilingual education programs, professional development opportunities, current research on language acquisition, and instructional materials, as well as a way for students, teachers, administrators, and parents to interact with each other. In addition, an updated calendar of events is maintained and links to other related internet sites throughout the world are provided.

**Saturn School Hmong Page** ***http://ww2.saturn.stpaul.k12.mn.us/Hmong/sathmong.html***

St. Paul, Minnesota

Includes traditional Hmong, Vietnamese and Cambodian Stories written in Hmong and English by students, student reports on Hmong culture; more than 60 Hmong/English lesson plans and another 60 English lesson plans, which supplement the Hmong/English teaching and Hmong/English and English/Hmong Children's "Talking" Dictionaries, with over 1500 words in each dictionary.

**Abraham Lincoln High School** ***http://nlsus.sfusd.k12.ca.us/programs/chinese/eslframes1.htm***

San Francisco, California

The ESL/Bilingual Department at Abraham Lincoln High School provides answers to Frequently Asked Questions about their Chinese Two-Way Immersion Program and ESL Language Development Classes. Also included on this site are, *The Information Superhighway in Chinese* project which seeks to help Chinese bilingual students use Chinese on the Internet, *The Colorful Years*, the world's first online Chinese newspaper edited by secondary students, and the *Chinese Cyber Academic Center*, an Internet study hall in Chinese .

**Brooklyn International High School** ***http://www.bihs.k12.ny.us/site/general/school.html***

Brooklyn, New York

This small, public high school in New York City for recent immigrants to the United States serves 225 students in grades nine through eleven who are from thirty-nine countries and speak thirty-four languages. The web site provides information on the school's curriculum and how it focuses on developing a student's language and academic skills through content-based instruction and career education.

**Phoenix Elementary School** ***http://www.mind.net/pes***

Phoenix, Oregon

This elementary school hosts a school-wide dual language program in English and Spanish. Phoenix Elementary School's web site acts as a gateway to the school's dual language classrooms, where the visitor can view student projects in both languages. The fourth-grade's web page provides an interesting example of one project. You can click on any of the student names to access samples of that student's work.

You can link to additional school web sites that offer information, ideas, and resources related to the education of culturally and linguistically diverse students through NCBE's web site at: *http://www.ncbe.gwu.edu/classroom/bilschool.html*

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## Getting Started

**PRINT RESOURCES:**

**Internet for Educators** by Randall James Ryder and Tom Hughes. This is a book about the Internet and its applications to school settings. It's intended audience is pre-service and inservice teachers who would like to begin to explore the functions of the Internet and the application of the Internet to classroom learning. To order call 800/374-1200.

**"How to Create Great School Web Pages"** gives critical tips, techniques, and examples needed to build school Web sites. Available from: Classroom Connect, 1866 Colonial Village Lane, P.O. Box 10488, Lancaster, PA 17605-9981; 800/638-1639; Fax: 717/393-1507

**"World Wide Web Publishing for Schools"** is a step-by-step primer for teachers on how to quickly establish a presence on the web. Published by Intel Corporation, 1995-96. Intel Santa Clara, MP1-101, 2200 Mission College Blvd., Santa Clara, CA 95052; 800/628-8686

**INTERNET RESOURCES:**

The **Regional Technology in Education Consortia (R*TEC)** program to help states, local educational agencies, teachers, school library and media personnel, administrators, and other education entities successfully integrate technologies into kindergarten through 12th grade (K-12) classrooms, library media centers, and other educational settings. *http://rtec.org*

The **Consortium for School Networking (CoSN)** The consortium provides educators with up-to-date information on how to get quick, easy, and cost-effective access to the Internet and on-line resources. *http://www.cosn.org*

**"Connecting to the Internet"**is an *Education Week on the Web* Issues Page that provides brief background on the topic and includes links to definitions of related terms and to relevant stories from the *Education Week* and *Teacher Magazine* archives.*http://www.edweek.org/context/topics/internet.htm*

The **National Center for Technology Planning (NCTP)** is a clearinghouse for the exchange of many types of information related to technology planning. This includes technology planning aids (checklists, brochures, sample planning forms, PR announcement forms); and electronic monographs such as "Guidebook for Developing an Effective Instructional Technology Plan." *http://www.nctp.com*

**Netscape Navigator Handbook**
*http://home.netscape.com/eng/mozilla/3.0/handbook/*

**Netscape Gold Web Page Authoring Guide**
*http://home.netscape.com/eng/mozilla/3.0/handbook/authoring/navgold.htm*

**OTHER RESOURCES:**

**NetDay** is a grass-roots volunteer effort to wire schools so they can network their computers and connect them to the Internet. Labor and materials come from volunteers and support from companies, unions, parents, teachers, students, and school employees. NetDay is organized on the World Wide Web but if you are unable to get online, call the fax-on-demand number at 1-800-55-NET96 to obtain faxed information and registration forms. *http://www.netday.org*

The **Universal Service Fund.** As a result of a result of the Telecommunications Act of 1996, this organization offers discounts on telecommunications services, Internet access, and internal connections available K-12 schools and libraries. *http://www.merit.edu/k12.michigan/usf*

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For more information about the Technology Literacy Challenge Fund you may contact your State Education Agency directly, or contact the U.S. Department of Education at: (202)401-0039. You may also call 1-800-USA-LEARN, or go to the U.S. Department of Education Home Page at: *http://www.ed.gov/Technology*

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**NCBE ROUNDTABLE**
an email discussion group for educators.

***Join the conversation!***

The NCBE Roundtable discussion group is a lively forum for the exchange of information and ideas on all aspects of education for linguistically and culturally diverse (LCD) students in US schools.

You can subscribe today through the NCBE web site at: *http://www.ncbe.gwu.edu/majordomo*, or via email by sending a message to *majordomo@cis.ncbe.gwu.edu* with the words `subscribe ncbe_roundtable` in the message area.

## Assessing English Language Learners: A Look at Illinois

by Kris Anstrom

(Information on assessment procedures for English Language Learners in Illinois was obtained from: *Introduction to Illinois Assessment Initiatives for Bilingual/ESL Students*, published by The Illinois State Board of Education.)

### Appropriate Assessment for English Language Learners

The early 1990's ushered in an era of educational reform calling for high standards for all students. Federal legislation, such as *Goals 2000* and the *Improving America's Schools Act, 1994* explicitly state that all students, including English language learners (ELLs), are expected to attain high standards. Linked with these high standards are assessments that allow students, including ELLs, to demonstrate what they know and can do. For ELLs, this demonstration is complicated by the lack of assessment instruments designed for their particular needs. Furthermore standards-linked assessment is often conducted for high-stakes consequences, such as grade-level advancement or high school graduation. Such high-stakes testing intensifies the need for equitable and appropriate assessment for English language learners.

Over the past several years, states and school districts have been hard at work developing state and district standards as well as standards-based assessments. Integral to this process is the inclusion of ELL needs in the development of such standards and assessments. In the past ELLs have been either inappropriately included in state- or district-wide assessment or exempted. Both approaches fail to account for the academic progress of this population of students, hence leaving states and districts without a viable means

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of monitoring and reporting on ELL students' academic growth. Some states have implemented native language testing for their ELLs; others have instituted specific accommodations for these students, such as extra time for testing or allowing students to use bilingual dictionaries. One state, Illinois, has designed English literacy proficiency assessments specifically for its ELL population.

## The Illinois ELL Population

According to the *Summary Report: Survey of the States' LEP Students and Available Educational Programs and Services, 1994-1995* (Macias and Kelly, 1996), Illinois is ranked fifth in the nation for total number of LEP students. More recent Illinois state data collected in October 1996 indicate that 118,244 students were eligible for bilingual services and that these students spoke 116 languages, with Spanish, Polish, Arabic, Urdu, and Gujarati representing the top five languages spoken (data received from the Illinois State Board of Education, 1996). In response to this large ELL population, their linguistic diversity, and a desire by teachers, administrators, and the bilingual community, the Illinois Measure of Annual Growth in English (IMAGE) was developed.

## The Illinois Response to Assessing ELLs: The IMAGE

The IMAGE is a standardized, mandated state assessment of English literacy proficiency designed for students with limited English proficiency (LEP) and built on the principles of second language acquisition and second language best practices. Testing with IMAGE began in the Spring of 1997 and will be conducted annually. A primary purpose of the IMAGE is to obtain consistent state-level information on students enrolled in Transitional Bilingual Education (TBE) programs and other Transitional Programs of Instruction (TPI), such as English as a second language programs or native language tutoring programs. Results will be reported to school districts by student, school district, and state. These results are meant to assist educators in monitoring student progress in English reading and writing proficiency and serve as another source of information for school improvement.

Participation in IMAGE begins in third grade and continues through eleventh grade for those students who have been enrolled in TBE/TPI programs in Illinois schools for six months through three years. IMAGE assesses students in English reading and writing during this period of exemption from the state's academic achievement exam. The test consists of three forms corresponding to grade spans 3 to 5, 6 to 8, and 9 to 11. Both the reading and the writing tests have two 40-minute sessions. Directions are read to the students and each test is designed to give all learners, regardless of their language proficiency level, opportunities for success.

## Assessing Reading and Writing with the IMAGE

The IMAGE reading test is designed around a theme that develops over four subsections. The first section introduces students to the topic through a graphic, which provides the necessary contextual information for answering questions. The second section expands the topic through additional visuals along with some text. By the last sections, students are reading narrative and expository selections on the same theme with some visual support provided. The multiple choice format of the reading test allows students up to three correct responses out of five options. The correct responses challenge varying language proficiency levels.

The writing test is organized in a manner similar to the reading test, with initial writing tasks based on picture prompts, such as describing a picture or story sequence. Subsequent sections require that students respond to a text prompt, but provide

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graphic organizers as aids in planning. The writing test reflects the state goal requiring students to write for different purposes by designing prompts that elicit different genres, such as narration, persuasion, and exposition.

### An Integrated Language Proficiency Assessment System

As part of its comprehensive system, Illinois has developed a language proficiency handbook and sample assessments in social sciences for optional local use in preK-12 settings. The handbook serves as a guide oriented to teachers for planning, collecting, analyzing, and interpreting language proficiency data and promotes ongoing assessment of students learning any second language. The sample assessments consist of three theme-based units that integrate instruction in language and content with assessment and involve teacher, peer and self-assessment. Student pages are available in Spanish and Polish. Content-based themes are aligned with the 1997 Illinois' goals, Learning Standards and benchmarks.

The IMAGE, the proficiency handbook, and the sample assessments serve as an integrated model for assessing the English language development of ELLs. Information obtained from these components is intended to provide a comprehensive and longitudinal profile of ELL's language proficiency and achievement and promote accountability at the building, district, and state levels.

For further information on the Illinois assessment system for ELL learners, contact:

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100 North First Street, E-216
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217-782-4823

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**NCBE *NEWSLINE***

**weekly electronic news bulletin**

*Newsline* contains the latest information on current events, funding sources, and issues relating to the education of linguistically and culturally diverse students in the U.S.

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## What's New on NCBE's Web Site ?

Look for the reports produced by the National Center for Research on Cultural Diversity and Second Language Learning (NCRCDSLL) in the NCBE Online Library at ***http://www.ncbe.gwu.edu/miscpubs/ncrcdsll***.

This OERI-funded center produced thirty-two reports addressing education reform efforts and instructional strategies effective for educating students from culturally and linguistically diverse backgrounds.

Some of the reports included are:

- ***Myths and Misconceptions about Second Language Learning: What Every Teacher Needs to Unlearn***, B. McLaughlin. 1992.
- ***Instructional Conversations in Special Education Settings: Issues and Accommodations***, J. Echevarria & R. McDonough. 1993.
- ***Integrating Language and Culture in Middle School American History Classes***, D.J. Short. 1993.

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